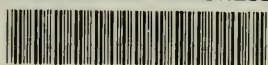


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DEPARTMENT OF KANSAS,
GRAND ARMY OF THE REPUBLIC.

REPORT
ON
TAYLOR'S MODEL SCHOOL HISTORY

TO
COL. O. H. COULTER,
Department Commander, Kansas, G. A. R.,

BY
HON. J. G. WOOD,

Chairman of Committee on Public Instruction, Department of Kansas, and
Member of Committee on Military Drill and Patriotic Instruction
in Public Schools of the National Encampment, G. A. R.



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TAYLOR'S MODEL SCHOOL HISTORY.

A CRITICISM.

Hon. J. G. Wood:

DEAR SIR AND COMRADE—Your attention is called to the seventh paragraph of General Order No. 7, which is as follows:

“The subject of patriotic teaching in our public schools has been a matter of discussion and resolutions in our state and national encampments for years past. Department Commander Eastman, in his report to the last encampment, called particular attention to the school history now in use in the public schools of our state.

“The glaring inaccuracies, misstatements and total lack of even a sentiment of true Americanism within the lids of this book has prompted your commander to institute a more thorough review of this history, and for this purpose has appointed Comrade J. G. Wood, of Post No. 1, with instructions to prepare a complete report, which, when completed, will be printed and distributed to the posts of the department.”

An early answer is desired. Hoping you will accept this appointment, I remain,

Yours in F., C. & L.,

O. H. COULTER,

Department Commander.

TOPEKA, KAN., October 20, 1899.

REPLY.

Col. O. H. Coulter, Department Commander:

DEAR SIR AND COMRADE—I am in receipt of General Order No. 7, in which, among other things, you appoint me to prepare a report upon the “school history now in use in the public schools of this state.”

Believing that the Grand Army and its energetic and patriotic Commander can be engaged in no nobler object than earnest efforts to render the best possible assistance in inspiring the youth of the land with intense love of country, I am willing to lend a hand in the grand work.

The Grand Army of the Republic, through its committee of the national encampment on military drill and patriotic instruction in the public schools, has entered upon a work the most far-reaching upon the life and character of the coming American, and the most important withal, of any it could undertake. There is no better physical exercise than military drill in its different branches. It steadies the nerves, gives mental poise and confidence in one's self.

The subject of patriotic instruction in the public schools is broad, and should enlist the heartiest coöperation of every liberty-loving father and mother in the land. The youth should be taught, not only by outward symbols and observances, but by systematic instruction and study, the principles underlying republican institutions; the lives and characters of the founders and defenders of those cardinal expressions which preceded established order, and the cost in human sacrifice and treasure which was paid for government by the people.

The action of the Grand Army of the Republic in urging congress to enact law providing for the detail of regular army officers for military instruction in public schools is a step in the right direction, and should, as I have no doubt it will, receive the commendation and support of the mass of people. This department secure in the hands of men the most capable, the next step—patriotic instruction—is logical and easy. A short recital of cardinal principles and an appropriate greeting to the flag once a week, or as often as deemed advisable, might commend themselves to the teachers of the public schools. This is only a hint to those whose loyalty and patriotism is unquestioned. This can be greatly aided by text-books on the history of the country whose integrity, loyalty and patriotism is undoubted.

The scheme suggested by yourself for an examination of the historical text in use in the public schools of Kansas is worthy of your mind and heart, and will receive the thanks of your comrades in arms and the plaudits of well-meaning citizens everywhere, not only in this state, most directly interested, but throughout the union and in the colonies.

To be deemed worthy of selection for such a task is an honor I appreciate, and in accepting the appointment I can only say I will do the best I can to merit your approval and of those who are associated with you in this patriotic enterprise.

Hoping that you may be strengthened in your excellent purpose to increase the membership and usefulness of the Grand Army of the Republic, I remain,

Yours fraternally, in F., C. & L.,

J. G. WOOD.

TOPEKA, KAN., October 22, 1899.

REPORT.

Col. O. H. Coulter, Department Commander:

DEAR SIR AND COMRADE—By your order, I have examined Taylor's Model School History of the United States, Kansas edition, adopted by the state text-book commission and now in use in the public schools of Kansas, and find it replete with inaccuracies. Its errors of grammar and rhetoric are numerous. A text-book should present its matter in an orderly and systematic manner. An adult who has lived contemporaneously with printed history can correct blunders in this respect, but the child who knows nothing of history except what it gets from the printed page is without recourse, except a faithful and well-posted teacher and references to other works. The latter will prove this text to be simply a disorderly jumble of historical data, and its inaccuracies will beget want of confidence in the mind of the child which should be avoided. A text-book should at least be truthful and inspire the child with entire confidence in the statement of facts. Theories of the author may be discussed, but when teacher and pupils are continually finding fault with the text, as in the present instance, it becomes a matter of grave public import.

The author devotes seventeen pages, exclusive of two alleged war maps, to the civil war, and nineteen pages to the two terms of President Cleveland. The preface, in speaking of the design and scope of the work, says:

It does not make a specialty of military details. It is not a "drum and trumpet" history. Men are perceiving that war is a brutal, even if sometimes necessary, method of adjusting national differences, and that that is a very barren national life which produces nothing better than the repetition of military deeds.

It is a growing opinion with teachers of the young that it is time some other history than military were taught in our schools. His-

tory is a much nobler thing than a mere record of bloodshed. War plays a small part in the *real* history of modern nations, and in that of the United States it is smaller than any other. It has been the design, therefore, without ignoring military history, to divest it of its details, and to present the salient features of the campaigns as the only thing the interests of the pupils demand.

The author, it is surmised, in the paragraph just quoted, laid the groundwork for his treatment of the civil war in subsequent pages. He would have you believe it a high moral stand he has taken, and that it is a part of his philosophy to omit "the details," as he terms them, of military history. But, as will be shown hereafter, he fails to hide his want of patriotism, and a yet more serious want, that of a conscientious regard for the pupils he pretends to instruct.

"History," he says, "is a much nobler thing than a mere record of bloodshed." But what there is of bloodshed in the history of a nation, or the nations, should not be ignored by the conscientious historian. If limited by the design of his work, the greater reason for exact and truthful statements and concise conclusions of pivotal incidents. The wars of a nation are as much a part of its history—their causes, conduct, and results—as the upbuilding of its civil institutions, which are frequently the outgrowth of the bloody conflicts.

"War plays a small part in the *real* history of modern nations, and in that of the United States it is smaller than any other," says the author.

Every modern nation is the outgrowth of repeated baptisms of human blood, and the cost of these are the burdens pressing heavily on modern life. Perhaps the nations are learning more peaceful methods of adjusting international affairs, but armaments were never heavier, diplomatic eyes and ears were never wider open; and the Venezuelan compromise award, against every principle of justice and equity, gives no hope to the advocates of arbitration for the settlement of international questions. Modern inventive genius is ever active in exploiting new and more destructive engines of war. Some pretend to believe that the very nature of these instruments of war will eventually cause

nations to recoil from conflict. But the patriotic rush to arms of the two leading civilized nations within the last two years gives little hope for the predictions of the peace-at-any-price people.

This nation has had six wars within 123 years, averaging one for each period of less than twenty-five years of national life. Each was necessary and involved fundamental principles. The civil war was the result of national records which smelled to high heaven, and meant more to this nation and humanity everywhere than can be couched in words. Coming generations and civilizations can alone adequately estimate its value. The youth of America should be taught the causes, conduct, and results, immediate and remote, of the wars in their own land. The details should be given as fully as required to impress the children with the sacrifice and cost of the government they enjoy and soon to inherit its responsibilities. The great heroes of these wars, the stability, endurance and patriotic devotion of the rank and file, also the zeal and tender solicitude of the citizen at home for those at the front, should be portrayed to the children, so that they may have some adequate conception of the value of free institutions.

To ignore war in a nation's history! War is the very apex and culmination of those profound emotions that agitate a people. War is the quintessence of history while it continues. A century's wrongs culminate in war, and are righted. That is history!

The aim of our teachers should be to teach history in all its verities, and the text-books should be truthful and patriotic so far as they pretend to instruct the pupil.

The more carefully the work is examined the greater will its shortcomings appear. A few examples will answer present purposes. The surrender of Lee is told in nine lines, without date, except it is recounted in the paragraph under the subhead, "1865." The place of that crowning event of the civil war is not given; indeed, the word "Appomattox" is not found in the book. General Grant is nowhere mentioned in connection with the surrender. Lee, however, is credited with surrendering "his army on terms

honorable to both the victor and the vanquished." The terms of surrender, ever honorable in civil wars; the magnanimity of Grant, who embodied the spirit of the Northern people and the government; the request of General Lee that owners of horses be allowed to take them, and the ready consent of Grant, who said they would need them to do their spring plowing, are omitted. Lee is given entire credit for the surrender and its terms. Such a momentous event should have more than nine lines devoted to it, especially when it is considered that a large percentage of the public-school children will be limited to this text-book for their knowledge of the history of their own country. Few schools and fewer teachers are provided with reference libraries for the proper study of history.

At page 167, Taylor, in speaking of the compilation of Webster's Unabridged Dictionary, says the plan was "very desirable, in order that we might become a nation of one uniform language as well as one government." Then he says: "It, with its later though powerful rival, Worcester's Dictionary, has aided us in escaping differences in spelling and pronunciation and in becoming a nation of one language."

No one ever had the temerity to claim superiority in definitions of Worcester over Webster; so that Worcester rivaled Webster in the estimation of some scholastics just to the extent that he differed in orthography and pronunciation. What kind of logic is it that concludes that the exploitation of radical differences in "orthography," "pronunciation" and "meaning of words" "has aided us in escaping differences in spelling and pronunciation"? Worcester was compelled to differ with Webster in order to make a dictionary, but what advantage has accrued to deepen the foundation of uniformity in our language does not appear. So far it has only enabled some people to differ with Webster with some show of authority.

In presenting Monroe's administration (1817-'25), the author credits John C. Calhoun's petition, signed by the merchants and planters of South Carolina, for a high tariff on imported goods, protection to domestic industries, as

the "origin" of the "so-called American system of protection." Observe how near he comes to historic accuracy. The second act passed by congress in 1789 under the constitution was entitled "An act to protect the industries of the country." This act was signed by George Washington, who with his successors, Adams, Jefferson, and Madison, favored in the strongest terms in their messages protection to domestic industries. From 1789 to 1816 there were passed seven acts for protection. Jefferson and Madison at one time favored free trade, but later became strong advocates of protection. They were forced to this conclusion by seeing the unequaled struggle of domestic products with the output of cheap labor in foreign countries. As a matter of fact, all the tariff acts—twenty-four in number, exclusive of the Dingley act—have been protective, except five, including the Wilson act.

At page 187, the author, in speaking of the Monroe doctrine, says: "Though seemingly a very haughty pretension, it has ever since, in a modified form, been the settled policy of the government." When was it "modified," and during what administration? Certainly not at the close of the civil war, when Secretary Seward notified Napoleon III that his military schemes in Mexico were undesirable, and he was given six months to get out of the country! He had betaken his army in three months. President Cleveland was lauded for the advanced position that he took in the Venezuelan boundary dispute.

In the administration of John Quincy Adams labor became scarce, whereupon the author says, at page 193: "Invention became a necessity to the people." The inventive faculty is innate, and confined to comparatively few individuals. As a rule inventions bring the necessity for their use with them. After utilizing the improvement, then the people say: "We wonder how we did without it." Especially is this true of the earlier days of labor-saving devices. The individual invents; not the people, who have been exceedingly slow to adopt the new device. Invention is a mental process, and in no sense "became a necessity to the people."

At page 200, the text again states: "It is a strange fact that the first protective law of 1816," etc., etc., when in fact the people had had protection from 1789 to 1816, when low tariffs were enacted, bringing the inevitable desolation and ruin until 1824, when protection again was ascendant.

At page 194 this expression occurs: "Soon afterward we introduced locomotives in America." "We" of what generation? We know we did nothing of the kind. A better statement is: Soon afterward locomotives were introduced in America.

At page 258 it says: "The most notable event of the war occurred on the 1st of January, 1863, when President Lincoln issued one of the most important documents of modern times, the Emancipation Proclamation." The proclamation was issued September 22, 1862, in which he gave 100 days for the rebels to lay down their arms, or be deprived of their slaves. To those who laid down their arms he promised immunity from the terms of the proclamation. January 1st he issued another proclamation simply setting forth the states and parts of states which had refused the conditions and were still in rebellion. Leading events should be more carefully and accurately set forth.

At page 265 the text says: "At one time two dollars and eighty cents in paper were required to buy one dollar in gold. . . . The confederate debt will probably never be paid, that government having been overthrown." The mere fact that the "government" of the confederacy was overthrown would hardly be sufficient reason for the non-payment of that debt. The chief reason for its non-payment, which is not referred to, is section 4, article 14, amendment to the constitution of the United States, which prohibits any state or the nation from assuming or paying it.

Referring to national banks, at page 266 the text says: "The treasury of the United States furnished the currency" for the national bank circulation, "and guaranteed its redemption."

The government does not guarantee the circulation of national banks. United States bonds are purchased in open market and deposited with the treasurer of the United

States as collateral security for the notes issued by the national banks. The treasury is simply the custodian of the collateral. If the bonds held as such collateral should decline in value below the face of the notes outstanding, the notes would be at a corresponding discount, and the government is not under any obligation to keep them at par. Children should have precise and accurate statements in their text-books.

At the bottom of page 268 it is said: "Homestead laws date back to the year 1830. Their object was to regulate the disposal of lands to actual settlers by giving a preëemptive right." The plain inference here is, that this was a general law for settling the public domain by purchasers.

The law referred to was passed May 29, 1830, and, among other things, provided: "That every settler or occupant of the public lands prior to the passage of this act, who is now in possession and cultivated any part thereof in the year 1829, shall be and he is hereby authorized to enter, with the register of the land office, . . . not more than 160 acres, or a quarter-section, to include his improvements, upon paying to the United States the then minimum price of said land." Section 5, the last section, provides that "this act shall be and remain in force for one year from and after its passage."

It will be readily seen that this act was simply an act to care for those who had gone into the wilderness and squatted on public land. It was in no sense "to regulate the disposal of public lands."

The agitation for "free homes for free people," which is the basic principle of the homestead act, first found public expression in the twelfth declaration of principles in the free-soil convention at Pittsburg, Pa., August 11, 1852, as follows:

"That the public lands of the United States belong to the people and should not be sold to individuals nor granted to corporations, but should be held as a sacred trust for the benefit of the people, and should be granted in limited quantities, free of cost, to actual settlers."

Beginning here, the agitation was kept up until Presi-

dent Lincoln signed the Homestead Bill in May, 1862. The senate had previously refused to pass a homestead measure originating in the house, and President Buchanan vetoed a bill that passed both houses of congress. The South was almost a unit against any homestead measure because they foresaw the result in the growing power of the North.

The space given this criticism is justified by the fact that the passage of the homestead act marked the beginning of an era which has resulted in the mighty empires of the West. Such events should have correct setting in history intended for the rising generations of America.

At page 273, the author, in speaking of the presidential campaign of 1868, says: "The campaign was attended with much excitement, but there was no prominent issue before the people. . . . Politics looked back to the past instead of forward to the future."

A careful reading of the democratic and republican national platforms of 1868 will convince any candid patriot that they bristled with propositions for future consummation. Besides the inaccuracies, inexcusable blunders and omissions of the book, it impresses the reader with a want of dignity.

At page 290, speaking of the campaign of 1880, the author says: "The republicans adopted a resolution equivocal in form, but understood to favor a protective tariff."

The republican platform of 1880 says: "We reaffirm the belief avowed in 1876 that the duties levied for the purpose of revenue should so discriminate as to favor American labor."

The platform of 1876, which is reaffirmed, is: "The revenue . . . from duties upon importations, so far as possible, should be adjusted to promote the interests of American labor and advance the prosperity of the whole country." Whatever equivocation, Taylor has permission to appropriate. But what significance in such a remark in a historical text for children?

On the same page the author, speaking of the campaign of 1880, says: "But it was observable that political questions were little argued. Again politics took color from

the struggles of the past, and the canvass was a contest for office and victory, rather than for the supremacy of principles."

Those who lived in 1880, and were old enough to know and appreciate what occurred in that campaign, will recall that it was most bitterly fought along the lines drawn in the platforms of the two parties contesting. While it is true some partizans and their followers contest only for the spoils of office, it cannot be said of the mass of the electorate. They are not aspirants for office, and work and vote for what they conscientiously believe should be inwrought into the warp and woof of government. Whatever may be true in the premises, such remarks are undignified, and should find no place in a child's text-book.

The author indulges in similar phrases, at page 308, in relation to the presidential campaign of 1888. He says: "It was a well-matched contest over the old issue of high taxes, for the purpose of protection, against low ones, for the sake of revenue. The exact truth [mark the language] was that the leaders of neither of the major parties cared so much for the supremacy of principles as for the spoils of victory. . . . It would be too much to assert that the debate towered above sophistical argument, or that the purity of the ballot-box was maintained."

The "high taxes," as he calls them, had been assailed under the cry of "tariff reform," by the presidential incumbent, and the industries of the country were endangered. Hence the interest taken in the contest. And the sequel shows that the struggle was not merely for the "spoils of victory." For the cry of "tariff reform" came four years later, and we all realized the consequences of the mistakes of 1890 and 1892. And the last three years we have been reminded forcibly of the difference between the two generals—General Prosperity and General Adversity. The short addresses delivered to the thousands of people, from all parts of the country, by General Harrison, at his home in Indianapolis, marked him a man of marvelous versatility, varied attainments, and profound statesmanship. There was no "sophistry" in his remarks. They

were the convictions of a wise and patriotic statesman, and have been verified in every essential detail in the past eight years of national life. The thousands of men and women who heard him were not office-seekers, but they were the sovereigns of the republic, renewing their faith and seeking light. "The purity of the ballot-box was maintained" as well as usual; at least we have no proof to the contrary. At best, the lines quoted are slurs, and ill become a history for the youth of this land.

At page 297 this statement is made: "The triumph of Cleveland and Hendricks was regarded by the democrats as a popular rebuke of what they were accustomed to call "the electoral-commission fraud of 1876." Whenever the author of this book gets an opportunity to allege fraud against the party opposed to his political views he seems to gloat over it. If the people had not continued the republicans in power for the term immediately succeeding "the electoral-commission fraud," there would be more grace and yet more truth in denominating the election of Cleveland and Hendricks "a rebuke." This history bears date 1898, before which time the highest judicial tribunal in New York had decided that 5000 votes corruptly counted for Cleveland and Hendricks were cast for General Butler and should have been so counted, in which case Blaine and Logan would have been declared elected. So as a matter of fact Cleveland and Hendricks were not elected and the alleged "rebuke" fails. If the historians (?) who wrote the last chapters of this book in order to bring it "up to date" had been as fully competent morally and intellectually to write history as they were to inject personal passions and prejudices into it, they would not have been oblivious to patent errors.

The allegation of "fraud" in the electoral commission of 1876 has no evidence to support it, and has never emerged from the swaddling clothes of low-bred partizanship. The charge comes with poor grace from those who originated and proposed the same electoral commission.

There seems to have been an effort to stuff the first administration of Cleveland. Events are crowded into that

period which do not belong there and have no significance whatever in connection with the incidents of that administration. For instance, on page 301, the organization of the Grand Army of the Republic is cited. "They grouped themselves," says the writer, "into G. A. R. posts or lodges." "Grand Army posts" are not "lodges," and are not and never were known as such. "They," says the writer, "maintained a military organization." The Grand Army of the Republic is not a "military" organization, and never "maintained" such. The Grand Army of the Republic was organized in 1866, at Decatur, Ill., but the only impression the pupils get from Taylor's history of this organization is that it came into existence during Cleveland's first administration. In the same paragraph it says: "Pensions were liberally bestowed by the government upon its needy defenders and their families."

"Pensions" are here mentioned for the first and only time in the book. This administration incurred much just censure and odium for the vetoes of Cleveland of private pension acts. Pensions were first granted in 1776; the third act of congress under the constitution of 1789 provided for pensions. The first pension act after the civil war began was in 1862. Pensions are not granted alone to "needy" defenders. Loss of arms, legs, feet, hands, fingers, sight, hearing, incurred in the service, in line of duty, entitles the "defenders" to a specific pension, fixed by law, no matter about "needs," nor whether he has any.

If of sufficient historical interest to be spoken of in a public-school text-book, it certainly should be accurately stated, both as to dates and beneficiaries. And especially they should not be credited to an administration which was scandalized by the vetoes of its chief.

In the next paragraph, in the same administration, the book says: "About this time [no time mentioned before this time since October, 1885] great interest was aroused by the discovery and use of natural gas."

A female teacher in one of the Topeka city schools recalled to me the discovery and use of natural gas near her home at Fredonia, N. Y., as early as 1859. The owner

utilized the gas in his residence. Long before this, even in Indian traditions, we have accounts of oil on certain lakes and inflammable gas arising therefrom. From such loose, untimely and disorderly statements of events the pupils are confused and their time is worse than wasted in storing up falsehood and misrepresentations.

On page 306 we are informed that "the secretary was charged with business relating to pensions, public lands, Indians, patents, and agriculture. So great were the demands at the last that it was found necessary to establish a new department of state." In fact, the United States has not now and never did have but one department of state. The part of the government which has charge of agricultural matters is known as the department of agriculture and its head is the secretary of agriculture. If this is a department of state, how shall the student determine between them? The title "department of state" refers to but one thing, and never to agriculture.

At page 314 we read: "A few of the states had passed laws prohibiting the importation and sale of alcoholic liquors, but these were nullified by the original-package decision, made by the supreme court. It declared that liquor may be imported into a prohibition state and sold there, if it be kept in the original package of the manufacturer."

No state ever prohibited the "importation" of liquors into a state. Prohibition states have never gone farther than the prohibition of the sale and manufacture of intoxicating liquors, except for certain prescribed purposes. Prohibition of the "importation" of liquors, would be clearly unconstitutional.

The supreme court of the United States never nullified the prohibitory laws of any state, but on the contrary have sustained them in every case submitted. The supreme court did decide that liquors in the original package may be imported into a prohibitory state, but its legal sale therein must be in accordance with the state law.

That decision was rendered on an appealed case from the United States court for the district of Kansas, and involved the constitutionality of the prohibitory law of Kan-

sas. Children of Kansas know that prohibition is still the law of Kansas, and yet the alleged history of the United States they study teaches them that the United States supreme court nullified the law.

The second paragraph in Cleveland's second administration opens with the following: "Hard times, which had set in during Harrison's term of office, continued during the whole of this."

This is simply a bold, bald, bad lie, related for the sole purpose of relieving Cleveland's second term of the odium attaching to it, by reason of policies inaugurated by him and his party. This republic never before experienced such prosperity as during Harrison's administration, after the enactment of the McKinley bill."

Speaking of the eleventh census, of 1890, at page 311 he says: "The census report gave much unexpected information of a statistical nature. Among other things, it showed that a greater per cent. of the people were foreign born than ever before; that all our schools had not been able to reduce the rate of illiteracy; and that the expenses of government were increasing faster than our population."

Here the child is left without a word of explanation of such conditions in our country. A very few words would have shown that between 1870 and 1880, owing to the unsettled industrial and financial conditions, foreign immigration was limited, and literacy made a distinct gain; those over ten years of age unable to read being 13.4 per cent., and those unable to write being 17 per cent., and illiteracy of the foreign-born population being 25 per cent. In 1870 the corresponding percentages for those who could not read and write were 16 and 20, respectively. In 1890 the illiteracy for the population over ten years of age was 13.3 per cent., showing a small gain over 1880, notwithstanding the unparalleled influx of foreigners during the 1880-'90 decade, and especially notwithstanding the contrary assertion of the author.

His remark about the expenses of government increasing faster than population springs from prejudice or an unphilosophical mind.

There is no necessary connection between expenses of

government and population. A high civilization is costly, and not in proportion to population. "Per capita" is a dangerous expression in the lexicon of narrow minds. A county commissioner in Cabell county, West Virginia, once boasted to me that the county was out of debt and had \$1500 in bank. Statistics of the county showed an average annual loss of 20 men and 100 head of cattle at the fords, all this for the want of several thousand dollars expended for bridges. There was not a bridge in the county. Again, if all the schools in Kansas were furnished with reference libraries, complete sets of apparatus, maps and charts, pictures on the walls, and slate blackboards, as they should be, and then over all, and the most important of all, a thoroughly well educated, trained and thoroughly competent teacher, at remunerative wages, as there should be in each school, the schools would cost more without any appreciable increase in population. But such increased cost would more than be repaid. Certain it is, with such schools and teachers, no such text-books as Taylor's Model School History of the United States could possibly be placed in a school curriculum.

At page 322, in speaking of the McKinley-Bryan campaign, the text-book relates: "The campaign was conducted in a dignified and honorable way. There was but one issue — the silver question.

Taylor did not write that. It was part of one of the last three chapters of the book, which were written to bring the former edition up to date. There is, however, no observable difference between the closing chapters and the rest of the book. In style and method they are the same. In innuendo, misrepresentations, falsehood and illogical conclusions they follow the preceding samples.

There was another issue, and very important one: protection of American industry. Great posters were put up at every cross-road, showing the prevalent depressed conditions on the one side, and upon the other the happy results to flow from a protective tariff. McKinley's campaign talks were almost exclusively confined to his theory of relief. The thousands who went from many industrial centers to

Canton were not drawn thither by the silver issue, but they wanted to hear the "advance agent" of prosperity. There are no excuses for such wanton misstatement of fact, because, at the very time the twenty-third chapter was written, the prosperity predicted by McKinley was making rapid strides.

The partizanism of the book is patent and amazing. There is a studied effort at every turn to prejudice the children against certain propositions in the history of their country, and mislead them in relation to many important events.

It is a difficult task to write history of current events and the living actors, but there is no apology for publishing unblushing falsehood. Adults may correct errors as they read, but the school children have no experience nor prior knowledge by which to correct their text-books. I say text-*books*, because I am creditably informed that Taylor's History is not the only book in the common schools of Kansas which should not be there.

The first paragraph of McKinley's administration, page 323, says: "It seems not a little strange that his views on the supreme question of the campaign were unknown at the time of his nomination."

This at best is a slur, and unworthy a place in history; and worse than that, it is absolutely false.

No intimation is given of the "supreme question of the hour," and the query naturally arises, What does a child when a student of history know of the "supreme question of the hour"?

Paragraph 590 says: "As years passed away the war-time issues were forgotten." No part of history has engaged more careful attention of historians than the causes and results—the "issues"—of the wars which have commanded the brain and brawn of men. These are cherished and handed down from generation to generation as priceless heirlooms, for reproof and emulation. No class of citizens have been more honored in prose and poetry than those who have settled these issues upon fields of carnage. The path of the human family to all it holds dear in modern civilization is

strewn with the wreck and ruin of war. The issues of the civil war have never been forgotten, and sad will be the day when they shall be. The issues of the conflict should be truthfully taught to the coming generations *ad infinitum*. And they will be; for when the actual participants are gone and the issues and results become matters of cold history, evidenced by the records on file, the historian will then be divested of all personal interest, and his judgment will be clear and conclusive. These issues, instead of being forgotten, are growing more important as the years roll by.

The name of John A. Logan, conceded to be the greatest volunteer soldier of the civil war, is barely mentioned as a candidate for vice-president and in a subsequent necrology.

Pivotal battles with important and far-reaching sequelæ are passed without comment or omitted entirely. Indeed, after a careful reading of the book, it is very difficult to determine any reason for the surrender of the Southern armies.

Decisive victories are belittled into drawn battles. No union soldier except Grant receives a word of praise in that book, while General Lee is spoken of as "a man of high military talents" and "Stonewall" Jackson as "brave and skilful."

The name of John Ericsson, the inventor of the propeller and Monitor which revolutionized lake and ocean navigation and naval armament, has six words given him.

At page 287, in speaking of President Hayes's veto of the bill to increase silver coinage, the author remarks: "Veto was only vote with the letters differently arranged." Of course this is a slur; but what sense is in it or what help it gives a young student of American history, you must determine. Such a remark would more befit a low-grade stump speech than a history of the United States for children.

There are two maps to represent the seat of the conflicts in the east and west during the civil war. Aside from the names of a few prominent towns and the courses of rivers there is absolutely nothing to indicate where or when bat-

tles were fought nor the disposition of the contending forces. An ordinary school atlas will show better than these maps, so far as knowledge of the war is concerned, because they are larger and far more accurate. On the map pretending to illustrate the eastern campaigns of the rebellion, Antietam is not located. Neither the location of the first or second Bull Run battles are noted. Chancellorsville is omitted. The battle points in West Virginia are not noted. The map of western campaigns is equally deficient.

Three very important naval engagements—Island No. 10, Memphis, and New Orleans—are not mentioned in the text. The victory at Island No. 10 opened the Mississippi as far south as Fort Pillow. High officials at Richmond said: "No single battle-field has yet afforded to the North such visible fruits of victory as have been gathered at Island No. 10."

When Farragut anchored off New Orleans he sent Bailey to the city authorities with a flag, demanding the immediate surrender of the city, and informing them that no flag but that of the United States would be allowed to float in presence of the fleet. The city was taken, and the Mississippi was cleared both above and below Vicksburg. It was a great victory; the nation was jubilant, and President Lincoln issued a cheerful proclamation, and in honor thereof terminated the blockade of the ports Beaufort, Port Royal, and New Orleans. It was a heavy loss to the South.

Pollard says: "It annihilated us in Louisiana, diminished our resources and supplies by the loss of one of the greatest grain and cattle countries within the bounds of the confederacy; gave to the enemy the Mississippi river with all its means of navigation for a base of operations, and finally led by plain and irresistible conclusion to our virtual abandonment of the great and fruitful valley of the Mississippi."

The naval engagement at Memphis lasted a half hour, but when at its height the scene was grand and impressive in a high degree. When the cloud of smoke rose and

the wreck was revealed, the last hope of Memphis had perished. The fall of Memphis left the Mississippi comparatively unobstructed as far down as Vicksburg.

These naval conflicts were the most unique in all history, because the fleets were composed of armored war craft and gunboats fashioned after Ericsson's Monitor. General Sherman said: "The possession of the Mississippi river is the possession of America." Yet here were three of the greatest naval engagements in history, securing that great waterway to the union side, and yet Taylor did not deem them of sufficient importance to even note them by name.

The author says the surrender of Vicksburg "opened the Mississippi from Cairo to the Gulf." The three naval conflicts noted above "opened" the Mississippi in 1862, while the victory of Vicksburg, in 1863, settled the opening permanently.

The author of this history seems to have no familiarity with the sequelæ of great battles. He dismisses the battle of Murfreesboro or Stone River with the word "indecisive."

Why not put a few terse words in two or three lines, and tell the student that it was one of the greatest battles of the war, and determined forever that the confederates could not break through the line of investment between the Cumberland mountains and the free states. Three desperate attempts had failed. The points determined by this "indecisive" battle were of the greatest significance and filled the whole people with joy.

Chickamauga was "a severe defeat for a large union army," says the author, but not a word of the results of the series of stubborn contests thereabouts.

Why not note the name of a general who will live forever in American history—"The Rock of Chickamauga"—General Thomas?

Put in a word here and there to inspire the American youth with the great characters of our history. Not a word is said of that hero; not an incident of the stirring events leading up to his well-earned *nom de plume*. When tele-

graphed by General Grant to "hold Chattanooga at all hazards," he answered, "I will hold the town until we starve." Taylor would compile a history of the Philippine campaign, and omit to mention the invincible Twentieth Kansas, and their gallant Col. Fred. Funston, who, when asked on the morning of the battle at Caloocan if he could hold the line in his front, replied: "Until my regiment is mustered out."

The great battle of Mobile Harbor, which took place in August, 1864, is omitted. The victory was gained after a terrific contest, and caused great joy throughout the North. Farragut, who directed the battle, became the national idol. He was spoken of as the American Nelson. Farragut in the shrouds of the Hartford, with the tempest of war raging below him, is a grand historic picture not unworthy to hang side by side with the "Death of Nelson." Neither Farragut, except a small woodcut, nor his famous battles of Mobile Harbor, New Orleans, nor the capture of Fort Morgan, have a place in this history.

I have given above a few of the more flagrant defects and omissions of Taylor's Model School History. It must be read with the greatest care, line by line, to ascertain the numerous mistakes, to call them by no harsher name.

Taylor, evidently, is not judicially minded, nor of sufficient investigative habit to be entrusted with the compilation of history through which he or his associates and friends have lived.

Many of the statements of this book are gross misstatements. The book before me is the "revised edition" of 1898, which is presumed to correct the mistakes, errors and omissions of all former editions. As a matter of fact, the revision consists of three additional chapters to the old edition, to bring it "up to date."

Originally compiled for use in the St. Louis city schools, it was discarded for its utter worthlessness. But when Kansas adopted the uniform-text-book law, the old plates were brought out of hiding and offered to the state text-book commission, who accepted the offer and imposed it upon the schools of this state for five years.

It would be a mild judgment to say they were severally and collectively totally unfit to be entrusted with the selection of text-books, especially on history for the children of Kansas.

There should be one universal verdict: "Condemned be he who wilfully teaches any child error."

Taylor's History should be taken from the pupils and stricken from the public-school curriculum.

The current text-book contracts run five years, without any means by which a poor book may be eliminated from the schools. State Superintendent Frank Nelson makes the following suggestions, which are fully and heartily indorsed:

A few words regarding state uniformity. If the state-uniformity law, as we now have it, has given us good books, or better books than we had before the enactment of the law, then it must be conceded that uniformity has been a boon to the educational interests of the state. On the other hand, if experience has taught us that the books now in use as a result of state uniformity are of an inferior quality, then it is reasonable to infer that the law has not served the best educational interests. Without entering into a discussion of the relative merits of state uniformity, I believe that I voice the sentiments of the teachers of the state when I say that we all desire to have the very best books in our schools. There is no valid reason why the children of Kansas should be offered books of a secondary nature. And yet, as the law now stands, when a book has once been adopted, whether good or bad, it must be used during the term specified in the law. If a poor book is adopted, the educational interests of the state suffer just to that extent.

It seems to me, therefore, that the educational interests of the state would be well served if we could secure a modification of the present state-uniformity law, so as to give the state text-book commission authority to replace a text-book when such text-book has been found to be below the standard required for successful work in the classroom. Such modifications would involve an amendment to the present law. The proposed amendment should provide and give power to the state text-book commission to annul any contract upon sixty days' notice, and such power to annul said contract should be a part and parcel of every contract made by the state text-book commission with the publishers for furnishing text-books to the schools of Kansas. A provision of this kind would bring to the text-book commission and to the state of Kansas only first-class text-books, as no publisher having an inferior text, and knowing it to be such, will dare attempt to foist it upon the schools of Kansas, with the full knowledge that the text-book commission has the power to annul any

contract at any time on evidence of the inferiority of any text-book secured. Under this provision, the educational interests of the state would be placed in the hands of the people, the teachers, and the state educational authorities, rather than in the hands of the publishers. This is the way it should be.

With such modification of the law it would be a very easy matter to eliminate inferior text-books from our schools. It is my judgment that such modification could be made without in any way impairing the validity of the law or the primary object of state uniformity. We would still have uniformity, but it would be upon a higher, broader and safer basis. The text-book commission should be authorized to satisfy itself fully from time to time in regard to the relative merits of the books adopted and in use. This could be done by a legal enactment requiring county and city superintendents to report at a specified time to the state superintendent in regard to the relative merits of each and every book adopted by the commission. Such report would form an intelligent and correct basis for the guidance of the commission, and upon this report the commission would base its action. With such provision, the uniformity law would stimulate and strengthen the educational work of the state.

Respectfully submitted, in F., C. & L.,

J. G. WOOD,

Chairman Committee on Patriotic
Instruction, Department of Kansas,
and member of Committee on
Military Drill and Patriotic In-
struction in Public Schools of
the National Encampment, G. A. R.

TOPEKA, KAN., December 20, 1899.





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